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> TEACHING & LEARNING

Teaching and Learning with ESL Students

by Trish Morita-Mullaney



Trish Morita-Mullaney

MYTH: TRANSLATION=UNDERSTANDING

Have you heard these before?

"I wish I paid more attention in my foreign language class."

"If we had more bilingual personnel working with our ESL kids, we'd have greater success."

Our ESL, classroom and content area teachers will not likely become bilingual commensurate with the rate of our ESL growth. A reconceptualization of native language use merits our consideration, while we concurrently identify effective strategies for ESL students.

The following excerpt from a content area teacher illustrates:

"When I learned that I had ESL students in my room who mostly spoke the same language, I asked the ESL program to translate all my assignments, tests, etc. By translating into their mother tongue, I was sure they would understand."

Although the use of the child's heritage language can be used for instructional purposes and can create a positive learning climate for the ESL student, (Cummins, 1981) the following questions should be answered before considering its use:

Does the child have sufficient background knowledge in your content area to understand the translation?

If a child has not had science content before or a background in algebraic functions, then translating it will just be a myriad of words that don't mean a lot to the ESL student. Personally, I have no background in engineering. None. So, if presented with an engineering selection in English (my mother tongue), I would not know where to begin. For the ESL student, the key is interpretation: How do I bring meaning to the concept I am teaching?

This is where best practices (Zemelman, Daniels & Hyde, 1998) and instructional differentiation (Tomlinson, 2001) have their greatest merit as we are attempting to build background knowledge in ways that use words with visuals, graphic organizers and demonstrations.

Is the child literate in their first language?

Depending on the student's circumstances, they may or may not have a strong base in their native language. We make the assumption that they are able to read grade-appropriate translated materials.

(continued on page 7)

Only 50 Seats
Available

indiana principal leadership academy



Annette Breaux

Teacher Induction Programs

April 24, 2007

**At Sheraton Indianapolis Hotel & Suites
Keystone at the Crossing**

**8:30–11:30 AM for Secondary Administrators
1:15–3:30 PM for Elementary Administrators**

A former classroom teacher and curriculum coordinator, Annette Breaux now serves as the Teacher Induction Coordinator for Nicholls State University in Thibodaux, Louisiana. Annette also developed the FIRST Program, an induction program for new teachers hailed as one of the best in the country. The program has been so successful in training and retaining new teachers that the Louisiana Department of Education has adopted it as a statewide model.

This is an RSVP event. Seats are limited to the first 50 to respond. Please complete the registration form below and return it with a check or P.O. made out to the IPLA Alumni Association.

Check one: ☐ Secondary - AM ☐ Elementary - PM

Name _____ **For Tag** _____

Position: _____

School Name _____

School Address _____

City _____ **State** _____ **Zip** _____

Phone _____ **E-Mail Address** _____

Corp/Organization Name _____

Corporation Address _____

City _____ **State** _____ **Zip** _____

Phone _____ **E-Mail Address** _____

Home Address _____

City _____ **State** _____ **Zip** _____

RSVP by April 1, 2007

Your fee of \$50.00 will cover your registration
and cost of food at break.

Mail registration form to:

**John Wallace - IPLA Room 229, State House
Indianapolis, IN 46204**

Telephone: (317) 232-9004 Fax: (317) 232-9005

Please check method
of payment.

☐ Check # _____

☐ PO # _____

Make checks payable to:
IPLA Alumni Association

Only 50 Seats
Available

indiana principal leadership academy



Gary Howard

**Culturally Competent
Courageous Leadership**

April 25, 2007, 8:30 AM-3:30 PM

**At Sheraton Indianapolis Hotel & Suites
Keystone at the Crossing**

Gary Howard, educator and author of the critically acclaimed book, *You Can't Teach What You Don't Know*, will be presenting on engaging the personal journey. Topics will include: the steps in the personal journey toward culturally competent leadership, confronting issues of privilege and power, and how do we ensure that our personal, professional, and institutional practices are truly serving the many and not merely benefiting the few.

This is an RSVP event. Seats are limited to the first 50 to respond. Please complete the registration form below and return it with a check or P.O. made out to the IPLA Alumni Association.

Name _____ For Tag _____

Position: _____

School Name _____

School Address _____

City _____ State _____ Zip _____

Phone _____ E-Mail Address _____

Corp/Organization Name _____

Corporation Address _____

City _____ State _____ Zip _____

Phone _____ E-Mail Address _____

Home Address _____

City _____ State _____ Zip _____

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Please check method
of payment.

☐ Check # _____

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Make checks payable to:
IPLA Alumni Association



Early Education: Information for All Administrators

*Denna M. Renbarger, Ed.D, Principal, Early Learning Centers
MSD of Lawrence Township, IPLA Group 34
968 kindergarten students, 465 preschool students*

One day at dismissal time, Monica, a five year old kindergarten student, rushed up to me and exclaimed, “Dr. Renbarger! I want to hurry up and ride the bus home, and hurry up and eat dinner, and hurry up and go to sleep so it will be tomorrow so I can come back here because I love school so much.” You would think that story alone would convince our legislators to find funding for full day kindergarten. Young children typically LOVE school, they love to learn and discover — aside from childhood illnesses, attendance rates for young children are very high. Not intending to insult my daughter’s high school, my senior daughter does not hurry home, hurry through dinner, and hurry to bed in order to get up and hurry to school. Kelsey likes school, but the natural window of curiosity and innocent love of learning may have been replaced by other distractions. My secondary administrator colleagues have to use other kinds of enticements (or provocations as we call them in Lawrence Township) to spark the level of excitement young Monica exhibited.

Unless you have been living under a rock or have been on sabbatical in the mountains of an unmarked country, you certainly are aware of the importance of early education. Indiana is once again immersed in an important conversation concerning the merits and value of full day kindergarten. Governor Daniels has proposed funding for full day kindergarten as a top priority for this legislative session, making it an exciting time to be an early childhood educator in the State of Indiana. All educators, pre-school through post-secondary, should be advocates for young children. The much-quoted Highscope research makes it clear that there are many academic and economic advantages for our entire state when we address the needs of our youngest learners. It is important that all graduates of IPLA be well versed and ready to speak in support of educational opportunities for young children and their families.

One of the most important things I learned as a student of IPLA was to challenge my own assumptions. Statements that full-day kindergarten is only babysitting and that young children are unable to handle a full day of school are often grounded in old thinking and beliefs. We all must have credible research ready to share, a willingness to use time and space differently, and a rock solid understanding of how young children learn. It will take the efforts of all to create an environment where (as my Superintendent Mike Copper likes to say), “there is no gap to close” for our students in this day of high-stakes testing and accountability for all children.

An important starting point for all administrators to know and understand is that young children are amazingly curious and want to learn. By their very nature they are active, social, and more capable than we sometimes give them credit. Young children learn differently than older learners making it even more critical that full day kindergarten is developmentally appropriate. It cannot be a “junior first grade” or “sit and



Alumni Update

*by Mark Tobolski, Vice President IPLA Alumni Association,
Principal — Elkhart Memorial High School*

IPLA had a fantastic Winter Conference this year. There were approximately four hundred Indiana educators in attendance. The conference started with John Yokoyama of the “World Famous” Pike Place Fish Market and Jim Bergquist of Bizfutures, who shared their vision on how to enable the climate of your building to empower your staff and students. They discussed incorporating fun with some general principles that can lead to student success and better leaders. “Make a difference in the world” was one of their goals. They explained that you can make a difference with your attitude.



The breakout sessions covered many aspects of the administrative issues affecting education such as reading and math programs, dealing with diverse populations, guidelines for beginning administrators, alternative education programs, and various projects that have been successful at certain schools.

The day ended with some networking and sharing of ideas and stories at the IPLA Alumni Reception. The conference also had vendors providing educational books and programs to assist building principals.

The second day started with a networking breakfast. IPLA Alumni members sat with the group they graduated with and were able to catch up with each other. Dave Emmert then gave an Indiana Educational Law update.

The panel of IPLA “Legends” shared the purpose, history and importance of the academy. They shared personal stories of the beginning of IPLA and the benefits and success stories of the program. The panel was very entertaining and informative for all attendees.

The conference concluded with a presentation by Jane Boultinghouse, who discussed building a positive school climate and culture. She had the crowd up and moving around doing many activities with hundreds of administrators in one room.

Overall, the conference was empowering and a fantastic celebration of the twenty years of excellence that IPLA has provided in professional development to the administrators of our state.

The Alumni Association would like to thank all of you in attendance this year and we look forward to seeing you again next year!

get”. Early childhood theorists such as Dewey, Montessori, Vygotsky, Piaget, and Malaguzzi (to name-drop just a few), all wrote about the unique needs of the young learner. Essentially, learners until the age of about eight, must interact with their environment to really learn the material. They are not yet abstract learners so they need experiences, numerous opportunities for social interaction, and language rich environments. Most importantly, they need trusting relationships in which to learn. As you hire kindergarten or preschool teachers, disposition and a solid knowledge of child development are key. We must expect and require both in teachers of young children.

The curriculum for young learners is comprehensive. It is somewhat

(continued on page 7)



> LEADERSHIP

The Domains of Emotions and Moods

by Bill Gavaghan, IPLA Executive Director

In IPLA's November newsletter I wrote about the Domains of Experience. In this letter I will focus on the domain of emotions and moods. Daniel Goleman wrote in his book *Primal Leadership*, "Great leadership works through emotions. Even if they get everything else just right, if leaders fail in this primal task of driving emotions in the right direction nothing they do will ever work as well as it could or should." Even after the publication of *Emotional Intelligence* by Goleman in 1995, in many organizations, including schools, emotions are often viewed as unnecessary distractions from the more important work at hand.

First let me define emotions and moods. Emotions are reactive and triggered by a specific event. If the event disappears the emotion that accompanies the event normally disappears, as well. A person may get angry if they lock their keys in the car. The anger is no longer present a few hours after the keys are recovered and the person continues with their day.

Moods are not usually tied to a particular event. Moods can be related to our biological make up. We are always in a mood. We wake up in the morning in a mood. We do not have a mood, moods have us. A person's biology, health and culture can affect our moods. Days of the week can affect our mood. Friday has a different mood than Monday.

Emotions and moods are social and contagious. A study at Yale University's School of Management found that among working groups, cheerfulness and warmth spread more easily, while irritability is less contagious and depression spreads hardly at all. We oversimplify the importance of emotions and moods in schools by shrugging them off as good or bad morale.

Emotions and moods are predispositions for action. Emotions and moods play an important role in how we coordinate action with others. The Yale study found that moods influence how effectively people work; upbeat moods boost cooperation, fairness and business performance. Effective leaders spend their time in the emotional domain.

Schools have moods and the people who work there fall into those moods while they are there. What is the predominate mood of each of the following:

- Your administrative team?
- Your office staff?
- Your content area departments or grade level teams?
- Your school?

What possibilities for action are opened or closed for each group as a result of these moods? What possibilities are open to you and your teachers in a mood of optimism, joy or enthusiasm compared to fear, resignation and resentment? What can be accomplished when the majority of people in the room are in a mood of resignation?



Bill Gavaghan

BOOKS FOR LEADERS

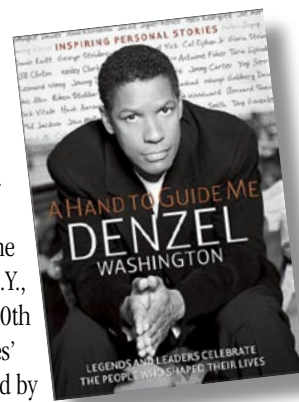
A Hand to Guide Me

by Denzel Washington

We all get where we're going with a push from someone who cares, says acclaimed actor Washington. A national spokesperson for Boys and Girls Clubs of America, he tells how he found his own mentor in the Mount Vernon, N.Y., Boys Club and celebrates the organization's 100th anniversary with this collection of 70 celebrities' accounts of how as youngsters they were guided by a caring adult. Among the contributors are actors, athletes, authors, artists and former presidents.

Retired basketball coach John Wooden remembers his hardworking father, a farmer, making the time every night to read poetry and Scripture to his children. Gloria Steinem describes how she saw a commitment to women's rights in the novels of Louisa May Alcott. Whoopi Goldberg credits her mother with teaching her empathy the day she abandoned her best friend to hang out with the popular kids. Bill Clinton was influenced by a great-uncle, an undereducated man who not only taught him to value people's differences but to refrain from making judgments. Washington has produced an anthology that will inspire successful men and women to help and empower the next generation.

Review provided by www.barnesandnoble.com



Think of your School Improvement and Achievement Plan (SIAP). What moods do you assess are necessary to successfully implement the goals and strategies in your plan? Are those moods present in the meetings you convene with your School Improvement Council, teachers and parents? The right conversation in the wrong mood is the wrong conversation.

If you observe the above mood is not right for the situation, how do you shift the mood? One way is to go back and consider the coherence of language, emotions/moods and the physical body in the Domains of Experience. You can shift the mood through language and the body. You can bring attention to the mood in the meeting by recognizing it and having a conversation on how the mood may be limiting possibilities. You can also shift the mood by shifting the body disposition, taking a break or moving around. A well-timed joke or playful laughter can shift the mood and stimulate creativity. Music and a human development activity can also shift the mood.

A second way to shift the mood is to model the mood you desire in others. How well do you express and embody your enthusiasm and excitement for the SIAP goals and strategies? Are you aware of the moods you are in during the day?

In our IPLA sessions we talk about the language of leadership and emotions and moods. Becoming masterful at having the right conversation at the right time is critical learning for leaders.



> TEACHING & LEARNING



Anne Frank in Rwanda

by Sarah Powley, McCutcheon High School, Lafayette, Indiana

As a veteran English teacher, I have taught Holocaust literature—books such as *Night*, *The Diary of Anne Frank*, and *The Children of Willesden Lane*—for many years. Most students do not immediately see the connection between the tragic events of WWII and their own lives in the 21st century. They think that genocide is a distant horror. However, genocide is occurring right now in the Darfur region of the Sudan, and in recent history, Cambodia, Bosnia, and Rwanda have all served as the stage for mass murder.

Last year, I received a Lilly Creativity Fellowship Award to travel to Rwanda to study the genocide that took place there in 1994. I wanted to understand the causes and the chronology of the Rwandan genocide to see how it compared with the Holocaust. Genocide doesn't just happen. In fact, it follows a pattern, one that I have taught this year to my students. Genocide always begins with prejudice. A power group, for a variety of reasons, marginalizes, discriminates against, isolates, and ultimately demonizes a minority. The climax is the killing, followed by a strange denouement, denial.

By studying the Holocaust and the Rwandan genocide side-by-side, my students came to see that the Holocaust was not, sadly, an aberration of history. By studying the pattern of genocide, they realized that genocide has its roots in discriminatory behaviors that start with day-to-day interactions, the kinds of interactions they themselves encounter not just in the evening news, but in the lunchroom, on the playground, in gym class. My students saw immediately that they can work to prevent genocide by voicing opposition to the prejudice they encounter around them and by engaging in activities that promote global peace and understanding. They understand the imperative to be inclusive rather than exclusive, to accept rather than reject.

No one is helpless to stop a genocide. My students came face-to-face with the pernicious effects of prejudice in their study of these two genocides and resolved to raise their voices against the unfolding events in Darfur. It was as simple as writing letters to their Congressional representatives,

to the Secretary-General of the United Nations, to the President.

Some may think that writing a letter is a small gesture, but in the Rwandan genocide, nearly one million people died before the international community acted meaningfully to end the slaughter. Citizens in democratic countries—who could read reports in newspapers and magazines—did not put pressure on their governments to intervene. We live in a democracy where it is our right and our duty to let our voices be heard. My students wrote impassioned and informed letters about the situation in Darfur to their representatives and to the President. They have been “upstanders” for justice, not voiceless bystanders in this present crisis.

Our study of genocide has not only increased their awareness of the discriminatory behaviors they witness and their own responses to what they see, but their letter writing campaign has helped them to feel positive about their role in genocide prevention and hopeful for the future of Darfur. Despite the hard truths they've confronted, their study of genocide has been a positive experience.

Genocide survivors tell their stories—in books, films, and essays—with the hope that the lessons of their nightmares will not be forgotten, that people of conscience will work to stop incipient genocides before they occur and speak out against ongoing tragedies. This is work that teachers and students can do together.



Sarah Powley is the English Department Chair at McCutcheon High School, Tippecanoe School Corporation, in Lafayette, Indiana. She was a recipient in 1993 of the Milken National Educator Award.



(ESL continued from page 1)

Textbook companies are now touting materials in a variety of other languages; but an overview of the literacy levels of our ESL students in their native language should be conducted before making this expensive investment.

What resources do you have to translate all instructional materials?

If the classroom or content area teacher does not have an immediate bilingual resource, then negotiating the understanding for the ESL student is not done on a timely basis. This timeliness is critical for cognitive connections and renegotiation of misunderstood concepts.

There are many translation software devices on the market, but I would caution their use. They often do a great job of translating words literally and muster disappointing and confusing results with academic concepts and ideas.

Is instruction being furnished in the native language or just the reading?

Translating work or test items into a student's native language has been found to have a limited impact on performance if the instruction is not in the child's native language, (Abedi, 2001). In asking a middle school ESL student if having the materials in their native language was helpful, they said, "Somewhat. But, a lot of times, I don't know about the content that is being taught in the first place because it was lectured to me in English, so telling or writing to my teacher about what I understand is really difficult to do, even in my native language."

As any instructional strategy we employ, if it is overused; it can become a poor strategy. Good teachers of ESL students use a variety of strategies and know which ones to use in particular circumstances. ESL students must be exposed to and explicitly taught multiple ways to understand the content. Although use of the native language can be one of those many strategies and is boldly effective when properly employed, ask yourselves the above questions before using it as the primary instructional tool.

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- Zemelman, S, Daniels, H & Hyde, A. (1998). *Best Practices: New Standards for Teaching for Teaching and Learning in American Schools*. Portsmouth, NH: Heinemann.
- Trish Morita-Mullaney is the ESL Coordinator in MSD Lawrence Township Schools. She serves on the ESL state taskforce, was the primary editor of Indiana's ESL Standards and has implemented online ESL classes for teachers in her district.*

(KINDERGARTEN continued from page 4)

difficult to define because young children are constantly learning. For a one year old, walking is part of their curriculum. For a kindergarten student — consider that learning to use a water fountain for the first time, making a lunch choice, delayed gratification, remembering the bus number and so on are part of the curriculum also. While those may not be listed specifically in the state standards they are important in the overall curriculum of a young child. Literacy acquisition is perhaps the most important focus of US educators. While it can be controversial and it is not the topic of this article, one thing we can all agree on is that oral language is the foundation of literacy. Preschool and kindergarten rooms need to be rich in oral language. Since children are talking to test out their theories, a quiet preschool or kindergarten room would worry me greatly as an instructional leader. A good teacher helps students understand that what they speak can be written. The more children talk the more they will write and the more they write the more they will read. We must be sure to understand that early childhood and kindergarten teachers understand the foundational concepts of literacy so early learners don't lose the richness of literacy.

I often hear people say they think kindergarten should be mandatory before it should be full day. I disagree. I believe kindergarten should be full day for those families who choose it. What if second grade was only half day? Would all of your families be able to get their children to school? Let's get real. Most Indiana students of kindergarten age attend kindergarten, the most recent figure I heard was 96% - so why fight this battle? If educators fight each other on this issue, we could lose full day kindergarten funding. Another thing I often hear people say is that young children can't handle a full day of kindergarten. My response is that children of any age can handle a full day of anything wonderful, designed for the learning needs of that age group. Young children shouldn't be put through a full day of bad full day kindergarten just as a student of any grade level should endure bad full day schooling (period).

Advocating for quality full day kindergarten and preschool, knowing what to say when you hear things that hurt our efforts, and ensuring developmentally appropriate practice in the early childhood settings in your school or district are things that have tremendous pay-back for people in the State of Indiana. We should capitalize on the window of curiosity and love of learning while it is fresh and fun with those who need or efforts the most.

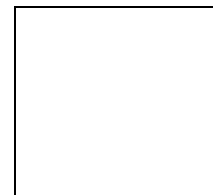
*"What sculpture is
to a block of marble,
education is
to the human soul."*

Joseph Addison (1672-1719)
English Politician and Writer



INDIANA DEPARTMENT OF EDUCATION
Indiana Principal Leadership Academy

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C A L E N D A R

2007

February 19, 20 IPLA Academy Group 42 & 43
Communication Session
at Sheraton Hotel, Keystone at the Crossing

March 2 Cultural Competency Summit
The Hilton Indianapolis North

March 9 IPLA World Café Meeting
at Sheraton Hotel, Keystone at the Crossing

April 24, 25 IPLA Academy Group 42 & 43 Culture Session
at Sheraton Hotel, Keystone at the Crossing

April 26 IPLA Group 42 Graduation
at Sheraton Hotel, Keystone at the Crossing

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